DOCUMENT RESUME

ED 249 746 EC 170 858

AUTHOR	St. John, Jeanne
TITLE	Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.
INSTITUTION	Santa Cruz County Office of Education, CA.
PUB DATE	84
NOTE	44p.; Product of Project P.R.E.S. (Physical Response Education Systems).
AVAILABLE FROM	Santa Cruz County Office of Education, 809 Bay Ave., Suite H, Capitola, CA 95010 ($3.50).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Anxiety; *Elementary Secondary Education; Exercise; Learning Activities; Physical Activities; *Relaxation Training; Stress Variables
IDENTIFIERS	*Acupuncture

ABSTRACT

The guidelines are intended to familiarize educators with the basics of acupressure and to suggest ways in which the principles may help relieve anxiety and stress in school students. Eight energy exercises are introduced, followed by a review of the basic principles of energy and guidelines for giving and receiving acupressure. Illustrations of "quick and eary" exercises designed to aid relaxation are presented along with postures and exercises for a variety of conditions (including insomnia, sore muscles, back discomfort, and sciatica). A section on school applications considers group as well as individual activities and touches upon acupressure's contributions to nursing, speech/language/sensory motor therapy, counseling, staff meetings, and office and custodial staff. (CL)

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PROJECT PRES

P.R.E.S.

physical response education systems

EXPERIENCING ENERGY

ACUPRESSURE FOR EDUCATORS

An Illustrated Workbook
For the Practice
of
SIMPLE ACUPRESSURE TECHNIQUES

Offered by the
SANTA CRUZ COUNTY OFFICE OF EDUCATION
Jeanne St. John, Ph.D., Administrator
809 Bay Avenue, Suite H
Capitola, California 95010
(408) 476-7140 or 662-0122

Third Edition
Fall 1984

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"Although everyone has this amazing power of touch, its release needs a catalyst. The most powerful one is love or compassion. That is why Jin Shin Dō, which revolves around a traditional Japanese acupressure art, literally means 'The Way of The Compassionate Spirit.'

"In ancient times, almost everyone in the Orient knew how to use some form of acupressure to help their family and friends through the power of touching. Acupressure--literally 'finger pressure'--is very simple to learn and practice. Use of this and related oriental health arts can help us recover the ability to help ourselves to happier, healthier and freer lives."

IONA TEEGUARDEN
Acupressure Way of Health-Jin Shin Dō, 1978

"Learning research finds that anxiety is the great enemy of intelligence and development. So its increase can be seen as an automatic index of a decrease in intelligence.

"Our anxiety is not some passing emotional disturbance, but a biological imbalance flashing its danger-to-survival signals. The result is an increased demand for and production of technological 'advances' to 'extend our powers' and so relieve that anxiety. . . Anxiety aligns our brains into a focus on and service of that anxiety state."

JOSEPH CHILTON PEARCE
The Bond of Power, 1981.

"Love is the most universal, formidable and mysterious of cosmic energies. In this hypothesis (which conforms with the findings of psychoanalysis) love is seen as a primitive and universal psychic energy which gives significance to everything around us.

"Love is a sacred reserve of energy, and the very blood stream of spiritual evolution; that is the first discovery we can make from the Sense of Earth."

TIELHARD de CHARDIN
Building the Earth

ACUPRESSURE for EDUCATORS

"EXPERIENCING ENERGY"

CONTENTS

		Page
1.	About Acupressure	1
2.	The Eight Energy Movements	3
3.	Basic Principles of Energy	7
4.	Guidelines for Giving & Receiving Acupressure	8
5.	Power Centers Chart (Therap/ease)	10
6.	Quick/Ease Routines (Therap/ease)	11
7.	Centering and Eye Release (Raheem)	15
8.	Basic Neck & Shoulder Release (Teeguarden)	16
9.	Jin Shin Do Acupressure Chart (Teeguarden)	17
10.	Sample Acupressure Session Form	18
11.	Acupressure Quick Releases (Rapko)	19
12.	Acupressure for Athletics (Johnson)	21
13.	Acupressure in the Classroom	25
14.	Recommended Routine for Radiant Health	28
15.	Acupressure Classes/Practitioners	29
16.	Acupressure Awareness Workshop	30
17.	California Curriculum News Report	32
18.	Project PRES Intern Study Outcomes	33
19.	Materials Order Information	34

*Please note: Acupressure is never a substitute for medical care. Consult your physician.

ABOUT ACUPRESSURE

What is acupressure?

Four years ago the ancient Oriental folk art of acupressure was virtually unknown to educators in California. Since then, more than 7,000 administrators, teachers, classified staff, and parents have gotten the point--the acupoint, than is. Based on the same theory and using the same points as acupuncture, acupressure has captured the imagination and interest of a diverse range of school-related people. While firm finger pressure on selected acupoints released the trapped bio-electrical energy in stiff shoulders and necks, relieved headaches, sinus and allergy congestion, tennis elbow and low back pain, conference attendees and workshop participants marveled at the simplicity of the technique. Stories filtered back to the PRES (Physical Response Education System) Project at the Santa Cruz County Office of Education about ACSA members who had endeared themselves to staff members with their newly acquired "magic fingers".

Acupressure, older than acupunture, is practiced widely in most Oriental cultures by skilled therapists as well as among most family and friends. The forms of acupressure now being used in Santa Cruz (Jin Shin Do and Jin Shin Jyutsu) adhere closely to the acupuncture points, meridians, and symptoms of imbalance of traditional Chinese medicine. The experience, however, is quite different from acupuncture. There are no needles involved, and giver and receiver enter into a unique bond of trust and caring.

While acupressure is still not thoroughly understood or explained by Western science, the meridians (wiring) and points (outlets) of this system are associated with the flow of the body's own electrical current. When stiffness and tension are present in muscles and joints, the flow of this bio-electrical current is blocked. Stimulating the points with fingers (or needles in the case of acupuncture) releases this flow, thereby loosening muscles and mental processes.

Technique

During an acupressure session, the "receiver" sits or lies on the back on a table or mat, fully clothed except for shoes. The "giver" sits or stands to the left, right, or head, holding points in a series, according to a pattern or recipe selected for the particular condition or painful area of the receiver. One hand holds a base point while the other travels from point to point, staying at each for 1-3 minutes. The giver feels for pulsing sensations at each point which first differ in rate and intensity, then synchronize as the points balance and the body softens. While the receiver may be encouraged verbally to let go or to relax, the experience is basically non-verbal, highly kinesthetic, and very enjoyable.

During the past 20 years, many schools of acupressure have been established in Europe and the United States, with several in California. Health professionals, including nurses, chiropractors, psychotherapists have integrated acupressure into their existing practices and techniques, and now classroom teachers are using it with their students.

Acupressure at school?

The initial impetus for introducing acupressure into the Santa Cruz schools came from Mary Farquhar, a special education school nurse, She experienced significant relief from chronic and severe neck and shoulder pain after receiving several professional acupressure treatments. This experience opened her eyes to the exciting possibilities of using this technique to help mentally retarded and physically handicapped students, and she determined to introduce it into her work. In April 1980, 11 County Office of Education special education students began receiving a series of six weekly 45-minute acupressure therapy sessions. The results were so unexpectedly rewarding that by September 1980, 54 students were on the waiting list, and 37 COE administrators (including the superintendent), teachers, aides, nurses, psychologists, and speech therapists had received at least a basic acupressure training and were ready to practice their newly acquired skills with students.

Kae Bates, another special education nurse, coordinated an Intern Project, using newly-trained COE staff and community volunteers as acupressurists for 15 more special education students. Again, results occurred in all learning domains, as well as the expected psychomotor gains. All students in both studies also became more sociable and receptive to learning and to affection; problem behaviors diminished markedly--or disappeared. Some of the students demonstrated two or more years of growth in mathematics and language arts. One asocial juvenile offender became a model student and was reunited with his family after several years in group homes.

Stress and learning

In his most recent book, Bond of Power, Joseph Chilton Pearce writes:

> Learning research finds that anxiety is the great enemy of intelligence and development. So its increase can be seen as an automatic index of a decrease in intelligence. (Joseph Chilton Pearce, The Bond of Power, 1981)

Anxiety and stress are robbing all of us--students, staff, and parents--of the simple pleasures of pain-free movement and full use of our mental, emotional, and physical capacities. We cannot hope to change patterns of accumulated tension and stress without introducing safe, effective, drug-free methods into the school curriculum at every level. Acupressure also offers the advantage of safe, non-sexual touch which can be shared with family, students, or colleagues, and practiced on one's self.

What's new in schools is an ancient Oriental technique, creating a stress-released High Tech/High Touch environment that will be safer, healthier, and happier for all of us.

Excerpted from "A Hands-On (Literally!) Approach to Stress Reduction: What's New in Schools?", THRUST MAGAZINE, June 1984.

THE EIGHT ENERGY MOVEMENTS

These invigorating exercises have been used in China and Korea for thousands of years, for preventing disease and promoting radiant health. They do this by balancing the flows of energy in our systems. This improves blood circulation to all parts of the body/mind. The muscles and joints become more flexible and resilient. The posture improves and many of the common, everyday ailments that plague most people will gradually disappear.

These energizing stretches may be performed before or after meditation, or the "inner exercises." Before doing them, walk around quietly for a few minutes. Breathe regularly through the nose into the chest, slowly and gently. Calm the mind and body. Lightly touch your tongue to your palate.

As you do the exercises, concentrate completely on the motions, postures, and breathing. Keep your eyes half-opened unless otherwise directed. Flow smoothly from one exercise to the next. Do the exercises slowly and accurately. You may repeat the ones you feel a need for. You should complete the series in five or ten minutes, and at the end of that time you will feel refreshed, relaxed and energized.

I. "UPHOLDING HEAVEN WITH THE TWO HANDS"

Improves circulation.

1. Stand erect with feet apart, toes forward, arms at side.
2. Turn hands so palms are up and slowly raise hands above head.
3. As hands meet above head, interlock fingers. Palms will now be downward.
4. Rotate hands so that palms are upward. Push upward with interlocked hands. As you do this, stretch upward on toes, raising heels slightly off ground.
5. Maintin this upstretched pose for several seconds, then come back down on heels and let arms come back down to sides.
6. Do this three times.

II. "OPENING THE BOW"

Strengthens chest and shoulders and balances energy in the body. Expands the chest, increasing lung capacity.

1. Stand erect with arms at side.
2. Step to left with left foot.
3. Bend knees to assume horse riding pose. Cross arms in front of you at wrist, left arm in front of right. Fists are clenched, except for left index finger, which is extended.
4. As though holding a bow in left hand and bow string in right, push out left arm until straight. At same time, pull right hand to chest as though pulling string. Concentrate attention on tip of left index finger.
5. Relax arms and recross them in front, this time with right arm in front of left and right index finger extended.
6. Open the bow again, this time to right side.

III. "RAISING THE HANDS SEPARATELY"

Strengthens digestion by giving contractile force to the large and small intestine.

1. Stand erect with arms at sides, feet apart.
2. Raise hands to solar plexus, palms up, arms straight to sides. Fingertips will slightly touch.
3. Raise left hand above head; rotating arm so palm faces heaven, fingers pointed inward. At the same time, lower right hand, palm down and fingers pointed inward, to right side. Stretch both arms.
4. Return to starting position.
5. Repeat exercise on the other side.
6. Do both sides, three times each.

IV. "LOOKING BACKWARDS"

Relieves fatigue.

1. Stand erect with hands at sides and feet apart.
2. Cross hands several inches in front of face. Right hand will be closest to face.
3. Pull hands to sides and back, arms straight and palms forward. Turn head to left as far as it will go without rotating the waist. Left shoulder will dip slightly.
4. Again, cross hands in front of you, but with left hand closest to face.
5. Repeat both sides three times.

V. "SWINGING THE TRUNK AND HEAD"

Designed to get rid of excessive anger and frustration.

1. Spread legs apart and assume horse-riding pose. Place hands just above knees, thumbs inward.
2. Bend body to left side, allowing shoulders & head to tilt to left.
3. Return to starting position.
4. Bend body and head to right side.
5. Return to starting position.
6. Tilt head forward, then backward.
7. Relax neck completely and rotate head first counter-clockwise, then clockwise.

VI. "STANDING ON THE TOES"

Increases ability of body to withstand dis-harmonious influences of nature and the cosmos.

1. Stand erect with hands at sides and feet slightly apart.
2. Raise heels up slowly, hold extended position for several seconds, then slowly return heels to ground.
3. Repeat twice more.

BASIC PRINCIPLES OF ENERGY

1. Balance

Restoring a state of balanced, harmonious energy flow to the body, mind, and emotions is the purpose of acupressure and other Oriental health practices. At this level it corrects areas of excess or deficiency, and imbalances between yin/yang. At a more advanced level, acupressure can also balance the energy flow between and among meridians.

Balance in nutrition is essential to a balance of energy. Hot, yang foods (red meat, cheese, fried anything, alcohol) and cold, yin foods (sugars, fruits, iced drinks) should be used with care and moderation. Neutral foods (vegetables and grains) should be the mainstays.

Balance in mental and emotional habits is likewise very important. Surround yourself with positive people, good books and music, uplifting movies and plays. Don't dwell on anger, frustration or negative thoughts and feelings.

2. Yin/Yang

The basic female/male, passive/active, night/day polarity of the universe is reflected in the human body. The front of the body is yin, the back yang. Each meridian is either yin or yang and is paired with its opposite to create a balance. The basic flow of Chi energy moves down over the top of the head, down the trunk and inner legs to the toes. There meridians reverse and move up the outer side and back of the legs through the buttocks up the spine and back to the shoulders. Then Chi moves down the outer arms to the fingers where it again reverses and moves up the inner arms to chest.

3. Excess/Deficiency

Pain, heat, tightness, and muscle tension are physical symptoms of excess or blocked Chi energy along a meridian. Numbness, poor muscle tone, and coldness indicate deficient energy. Holding the radial pulses reveals excess or deficient energy on each side of the body; a trained pulse reader can determine many qualities of 12 pulses. Work in a faster, firmer, stimulating manner to tonify weak or deficient areas and in a slower, deeper, relaxing style to sedate areas of excess or blocked energy.

4. Front/Back Correspondence

"As in front--so in back; as in back, so in front." Energy blockage tends to accumulate in circular patterns around the body. For example, chest tightness is accompanied by tightness between the shoulder blades; menstrual cramps by lower back ache. Use acupressure to release both areas.

5. Above/Below Correspondence

"As above, so below; as below, so above." Energy blocked in the neck and shoulders is often accompanied by lower back/hip tension. A stiff shoulder may be reflected in pain or tightness in the same or opposite side hip or knee. Find and release tension "strings" above or below the area of your original focus.

VII. "PUNCHING WITH ANGRY EYES"

Increases the strength and vitality.

1. Stand erect with hands at sides, feet slightly apart.
2. Step to left and bend knees to assume horse-riding pose. Place fists, palms up, at waist.
3. Open eyes wide, as though you were angry. With left fist, punch to left, then return the fist to left waist. As you punch, watch your knuckles.
4. Punch to left side with right fist, then return.
5. Repeat these two punches, on opposite side.
6. Punch forward with left fist and return. Punch forward with right fist and return.
7. Re-assume an erect posture, knees straight but feet well apart.
8. Punch to left side with left fist and return.
9. Punch to right side with right fist and return.
10. Punch forward with left fist and return.
11. Punch forward with right fist and return.

VIII. "HOLDING THE TOES AND STRETCHING BACK"

Will increase flexibility of the waist and legs and help prevent diseases.

1. Stand erect with feet slightly apart and hands at sides.
2. Bend body forward, keeping knees straight.
3. Touch palms to floor if possible, then grab your toes. Hold the toes for several seconds.
4. Straighten the back up slowly and place hands on back hips.
5. Arch head and back backwards.
6. Do this three times.

GUIDELINES FOR GIVING AND RECEIVING ACUPRESSURE

A. Preparing to Give/Receive Acupressure

1. Acupressure sessions should be YOUR special time. Both you and your partner should ALWAYS position yourselves as comfortably as possible.

2. Deep, but relaxed, breathing should be practiced before and throughout the acupressure session by both partners. This enhances their ability to release the energy flows in the body, mind, and emotions.

3. Doing the Energy Exercises is an excellent method for centering and building energy before giving acupressure.

4. Shield and center yourself prior to any acupressure session. Shielding is a simple procedure whereby you imagine/visualize yourself surrounded by an invisible energy field. This protects both you and your partner from sending or absorbing any unwanted, negative energy symptoms. Center by breathing deeply and going inward, then grow roots from feet to earth while opening crown to receive universal energy.

5. When doing "first-aid" acupressure in classroom or office, be centered, positive, loving, and breathing.

B. Session Outline

1. Use known stress patterns and discomforts to help you select appropriate acupressure points or patterns. Start with the most sensitive and tender areas. Focus on most tender side of body; if too painful to touch, working on the same area of opposite side will still be helpful.

2. Which side? - Stand right, use R fingers to hold R radial pulse (thumb side.) Hold 20-30 seconds to determine rate and intensity of energy flow. Stand left, use R fingers to hold L radial pulse. Compare, then work on side with strongest pulse.

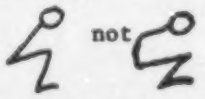
3. Which hand? - Always use both hands. Refer to your chart and then feel for the most sensitive spot on that point or power center. This tender area is where you need to focus.

4. How long? - Hold both power centers on the body until (1) for one to three minutes depending on size and tightness of the area, (2) you experience a release of tension, or (3) you feel synchronous pulsations.

5. How firm? - Check with partner for "hurts good" level. Maintain a firm pressure which is comfortable for both you and your partner.

6. How to start a session - After completing the preparation steps, hold ankles and both legs of supine (lying on back, face up) receiver, to 35-45 degree angle. Pull gently with your body weight (not arms) for 20-30 seconds. This opens energy flow and lengthens effect of session.

7. What if my fingers get tired? - Or my back aches? Your fingers will strengthen with practice, and during a session it's OK to stop and rub them firmly or shake them out away from receiver. Move your cushion or chair to a point half-way between upper and lower points; stretch or bend with spine and hand on a single plane.



8. How to end a session - Complete each session with a neck release, rub the face and ears, then do this finishing pattern:

   At the end of every session it is necessary to bring the energy from the head down to the feet. Standing at right, place left hand at base of the skull, while right hand holds each of the following points for approximately 10 seconds:

   a. top of head
   b. center of forehead
   c. sternum
   d. abdomen

   then LH to sternum, RH holds toes (bend knees). Move to feet, lift legs and pull for 20-30 seconds; scissor legs down, cross hands and hold ankles.

C. <u>After the Session</u>

1. At the end of an acupressure session, the receiver should remain quiet for at least several minutes. At this time, the giver disconnects from the receiver's energy field by:

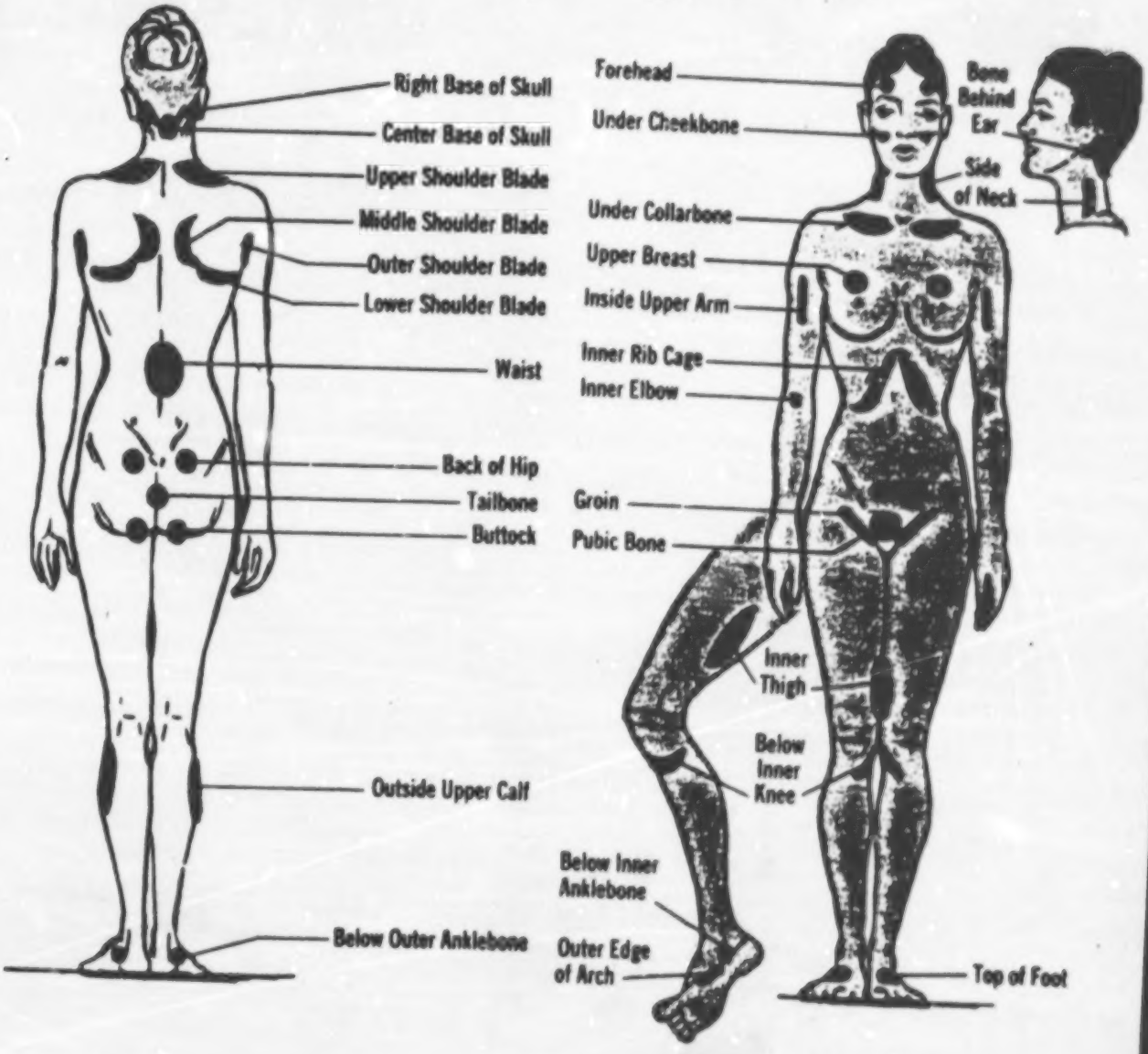
   a. physically moving away
   b. visualizing separate energy fields
   c. shaking hands vigorously and/or washing hands and wrists in cold water.

2. Be sure to consult with the receiver regarding physical and emotional responses to the experience.

3. Record responses on an anecdotal record or PRES data form. Encourage receiver to notice any subtle physical, mental, or emotional changes over the course of the next week. Effects will begin within the first 24 hours as the energy completes the meridian cycle.

SELF-THERAP/EASE

POWER CENTERS



quick/ease routines...

TWELVE QUICK/EASE ROUTINES, designed for situations of limited time and convenience, can be used at your desk or on a bus or even in a rest room. For longer-lasting results, **Self-Therap/Ease Relax Routines** are recommended to relieve the conditions, in comfort at your home.

RELAX ROUTINE 89

legs/feet

QUICK/EASE 1

Relaxes legs and feet.
(Left, as shown here.)

Left hand presses into Left groin.

Right hand holds Left toes.
(Or hold each Left toe, one at a time, if time permits.)

TIME: 3-5 minutes

REVERSE QUICK/EASE to help Right leg/foot, if time permits.

RELAX ROUTINE 90

hips

QUICK/EASE 2

Relieves hip tension.
Press both outside upper calves with thumbs.

TIME: 3 minutes

RELAX ROUTINE 91

back

QUICK/EASE 3

Relieves backaches.
(Left, as shown here).

Place Right fist behind Left waist.

Place Left fist at back of Left hip.
Lean back into chair, or lie down.

TIME: 3 minutes

REVERSE QUICK/EASE
if time permits.

RELAX ROUTINE 92

back/shoulder

QUICK/EASE 4

Relieves back/shoulder tensions.

Place Right hand under Right buttock.

Left hand presses middle of Right shoulder blade.

TIME: 3 minutes

REVERSE QUICK/EASE
if time permits.

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facial

facial

**Relaxes premature facial lines. Brightens eyes.
Helps clear and stimulate complexion.
Eases tight scalp.**

A RELAXED FACE is necessary to bring out the best of your ***natural*** beauty. Most strained, taut and lined features are caused by stress and fatigue. Tensions age faces prematurely. Cosmetics cannot cover these tell-tale signs.

Devoting several minutes to this easy routine — every morning and evening — will help remove the ***cause*** of tension marks, which add unwanted years to your appearance. The Facial Routine has been proved to restore ***natural*** radiance — unobtainable by make-up.

This self-treatment ... regularly used ... will help prevent wrinkles. There is no worthwhile substitute for the deep, inner beauty of the natural look.

Lie on laced fingers, with thumbs pressing on Left and Right bases of skull.

TIME: 2 minutes

Illustrated to show positions of hands

FRONT VIEW
Press thumbs gently into both sides of top of collarbone.

BACK VIEW
Press fingers against both upper shoulder blade areas.

TIME: 2 minutes

Let mouth hang open loosely. Press thumbs gently into jaw hinges. Index and middle fingers hold forehead.

TIME: 2 minutes

please remember....
RELAX ROUTINE 1 IS ALSO "for openers."
While you will find this Routine an excellent 9-minute over-all Relaxer at any time — this procedure is especially beneficial to begin helping your self with SELF-THERAP/EASE.

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RELAX ROUTINE 93

stomach

QUICK/EASE 5

Relieves upset stomach.

Press gently upward
under both cheekbones.

TIME: 3 minutes

RELAX ROUTINE 94

constipation

QUICK/EASE 6

Relieves constipation.

Use Right thumb to hold inside of
Left index finger firmly.
Work length of finger, holding for
a minute, between each joint.

TIME: 3 minutes

REVERSE QUICK/EASE
if time permits.

RELAX ROUTINE 95

coughs

QUICK/EASE 7

Relieves cigarette cough.

Cross arms comfortably.
Press against inside of upper arms
with thumbs of opposite hands.

TIME: 3 minutes

RELAX ROUTINE 96

shoulders

QUICK/EASE 8

Relieves shoulder tensions.

Press both Right and Left upper
shoulder blade areas.
Cross arms, if more comfortable.

TIME: 3 minutes

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RELAX ROUTINE 97

eyes

QUICK/EASE 9

Relaxes tired eyes.

Place thumbs on bone below eyebrows, close to bridge of nose, and press upward gently.

TIME: 3 minutes

RELAX ROUTINE 98

eyes/head

QUICK/EASE 10

Relieves eye-tension/headaches.

Lace fingers behind head, with thumbs pressing on Left and Right bases of skull.

TIME: 5 minutes

RELAX ROUTINE 99

head

QUICK/EASE 11

Relieves simple headaches.

Place Left hand across forehead, applying firm pressure with palm and fingertips.

Right hand presses Left base of head.

TIME: 3 minutes

REVERSE QUICK/EASE
if time permits.

RELAX ROUTINE 100

sinus

QUICK/EASE 12

Relieves sinus pressure.

(Right, as shown here)

Right hand presses bone behind Left ear.

Left fingers press gently upward under Right cheekbone, close to nose.

TIME: 3 minutes

REVERSE QUICK/EASE
if time permits.

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CENTERING AND EYE RELEASE

CENTERING

Addresses: centering of self or others, nurtures central nervous system, unity between left & right.

(Self)		(for others)
LH	coccyx	RH
RH	center base of skull	LH
RH	top of head (GV 20)	LH
RH	center of forehead	LH
RH	center of sternum	LH
RH	top of pubic bone or lower abdomen center	LH

To use for others: sit at right and reverse hands.

Finishing: hold sternum and toes 1 to 2 minutes.

EYE RELEASE

Massage each point in turn, #1 thru #4, by making 10 circles with fingers, away from eyes. Repeat 3 to 4 times.

* * * * * *

Contributed by: AMINAH RAHEEM

Association for Personal and Organizational Development
1210 Brommer Street, Santa Cruz, CA 95062
Telephone : (408) 476-8568

Beginning, Intermediate & Advanced Classes in Teeguarden & Therapese Methods. Private Sessions.

SELF HARMONY FLOW

Addresses: general harmony of energy flow, insomnia, nervousness, scattered consciousness.

Women		Men
RH	top of sternum	LH
LH	top of pubic bone	RH

DESCENT OF CHI RELEASE

Addresses: eye problems, facial problems, headache, neck stiffness, fear, spiritual unrest, emotional imbalance

Giver: sit at head	Receiver: lie down
(1) RH - R base of skull	RH (palm) - R bottom of ribs
LH - L base of skull	LH (palm) - L bottom of ribs
with palms or finger tips:	
(2) RH - R forehead	palms remain on ribs
LH - L forehead	
sit at left:	
(3) RH - top of sternum	RH - R center groin
LH - top of public bone or on lower abdomen	LH - L center groin

BASIC NECK AND SHOULDER RELEASE

1. The neck release is the last pattern (before finishing points) in a traditional acupressure session. Most of the energy meridians flow through this area, creating a "bottle neck" of energy blockage in many people.

2. In traditional acupressure sessions, the receiver lies on a table, but the method also works well when receiver is sitting. Receiver guides giver to the most sensitive spot in area.

3. With the receiver either sitting or lying comfortably, face-up in a relaxed position, the giver applies fingertip pressure at the point indicated in the diagram (left hand on left side, right hand on right side). The giver and receiver breathe deeply throughout.

4. Giver uses comfortably firm fingertip pressure, holding each set of pressure points for one to two minutes, or until the muscle relaxes. With practice, one learns to feel the pulse at the points and eventually "balance" them into synchronous pulsations.

5. If receiver is light-headed or dizzy after a neck release, hold ankles or do leg lift and pull.

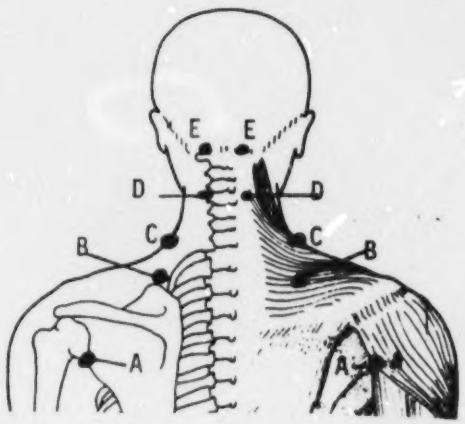
Point A - Place fingertips under the outside of the shoulders at Points A. Curl fingertips and press gently but firmly.

Point B - Press thumbs in hollows at top of inside shoulder blades, at Point B.

Point C - Press trapezious muscle at base of neck, top of shoulder, Point C. Use thumbs or fingers gently as this point is often very tender.

Point D - Using thumb and middle finger, press mid-way up neck, outside spine, and behind ears, at Point D. Hold forehead with L hand.

Point E - With thumb and middle finger, hold Point E, the hollows at the base of the skull. Hold forehead with L hand.

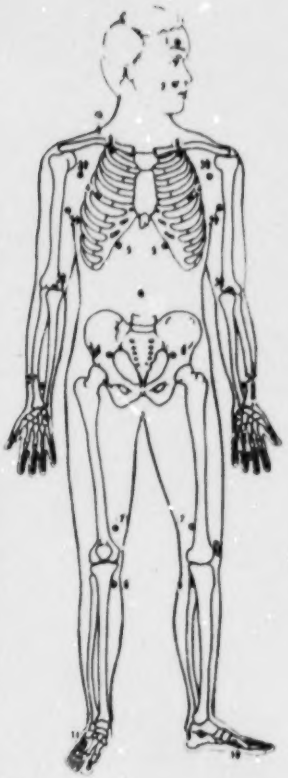


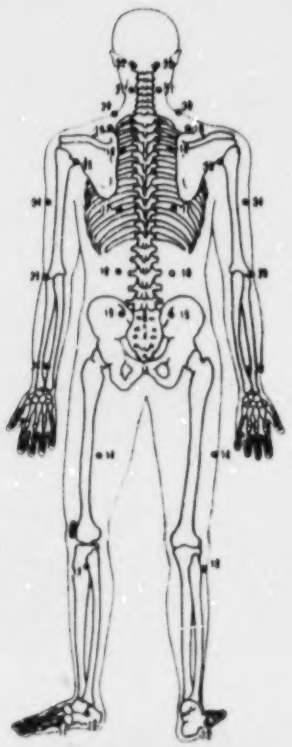
(from ACUPRESSURE WAY OF HEALTH: JIN SHIN DO, by Iona Teeguarden, 1978)

FROM: JIN SHIN DO ACUPRESSURE CHART

POINT RELEASE FIGURES:

Local Point		Main Associations	Distal Points
HEAD-NECK:	22	headache, eyes, ears, nose	26, 1, 44, 13, 11, 35
	21	headache, throat, nose, ears	26, 24, 12, 13, 37, 3
	2	nose, sinus, teeth, mouth	9, 35, 24, 21, 37, 40
SHOULDERS:	20	uptightness, stiff neck, arms	26, 24, 1, 32, 13, 11
	19	colds, fever, neck, arms	26, 24, each fingertip, 13, 23, 3
	23	hypertension, scapula, arms	26, 11, 33, 2, 21, 22
	3	coughing, bronchia, respiration	9, 27, 40, 4, 2, 19
CHEST:	30	breathing, lungs, coughing	27, 29, 36, 18, 3, 4
	4	heartburn, breasts, breathing	27, 5, 40, 9, 2, 3
	18	circulation, respiration, weakness	31, 12, 29, 27, 4, 40
ABDOMEN:	5	indigestion, nausea, liver	27, 10, 42, 11, 13, 17
	17	liver, gall bladder, diaphragm	31, 12, 42, 13, 11, 5
	38	constipation, intestines, hypo- or hyper-acidity	35, 7, 41, 10, 16, 15
PELVIS:	16	kidneys, sexual organs, abdomen	31, 12, 9, 41, 13, 17
	6	menstrual tensions, abdomen, thighs	7, 41, 10, 8, 5, 15
	39	abdomen, sexual organs, lower back	9, 10, 40, 4, 3, 15
	15	bladder, intestines, sexual organs	31, 12, 13, 35, 16, 6
	32	legs, lower back	11, 44, 13, 14, 20, 15
ARMS:	25	low resistance, fever, elbows	35, 24, 26, 23, 34, 21
	28	circulation, arms	27, 29, 30, 36, 18, 3
	34	neuralgia, arms	24, 25, 35, 20, 26, 21
LEGS:	14	legs, sciatica	32, 13, 11, 44, 15
	8	knees, swelling	9, 10, each toe (at base), 6, 15, 13
	45	leg cramps, indigestion, nausea	12, 31, 10, 15, 16, each toe (at base)





1981 by Iona Masaa Teeguarden
P. O. Box 1800, Idyllwild, CA 92394

The figures illustrating the "Major Strange Flow Points" are reproduced by permission of the author from pages 64 and 65 of the book:

ACUPRESSURE WAY OF HEALTH: Jin Shin Dō
By: Iona Teeguarden, Japan Press, 1978.

The chart of local and distal points for acupressure release of various physical symptoms is reproduced from an enlarged chart.

For additional information, or to order contact:

Iona Teeguarden, Box 1800, Idyllwild, CA 92394
Tele: 714/659-5500

ACUPRESSURE WAY OF HEALTH: Jin Shin Dō $11.95 plus $1.00 shipping

Jin Shin Dō Acupressure Chart $7.50 plus $1.00 shipping

BEST COPY AVAILABLE

ACUPRESSURE SESSION FORM P.R.E.S. Name_____

Dates of sessions:

Objective 1: Centering Pattern (Sit or stand at right)

(Hold all points 1 min. each)

RH Coccyx (tailbone)

LH Center base of skull

LH Top of head-back crown

LH Center of forehead

LH Center of sternum

LH Top of pubic bone or low abdomen

OBJECTIVE 2: Neck Release (Hold all points 1 min.)
(Sit or stand at head)

L&R 23 (A)

L&R 19 (B)

L&R 20 (C)

L&R 21 (D)

L&R 22 (E)

Objective 3: Finishing Pattern (Hold all points 10-20 Sec. each)
(Sit or stand at left)

RH Base of skull

LH Crown of head

LH Center of forehead

LH Base of sternum

RH Base of sternum (switch hands)

LH Lower abdomen

LH Handfull of toes (both big toes +)

Move to feet, lift ankles and hold

20-30 sec. or until energy flow is felt.

Detach, shake hands to release energy.

acupressure and living

CONTRIBUTED BY:

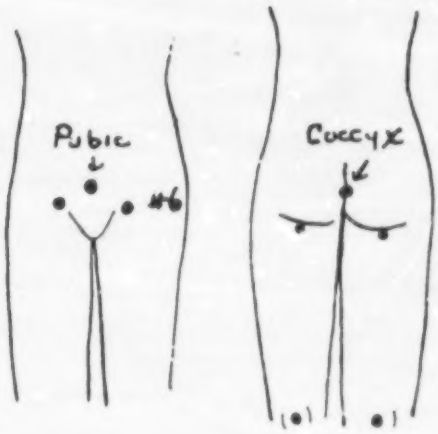
Barbara Rapko, R.N., Ph.D.
Director, Acupressure & Living
19525 Ventura Boulevard
Tarzana, CA 91356
Tele: (213) 342-5055

Center for classes in acupressure and massage; workshops in related Holistic Health areas; and private acupressure sessions. For more information, contact at address above.

ACUPRESSURE QUICK RELEASES

PELVIC RELEASE AND LEG OPENER (muscle spasms of legs, poor circulation legs and feet, cold feet, a runners flow)

1. Pubic bone	and	Coccyx
2. R #6	and	R #10
3. R behind buttocks	and	R behind knee
4. L #6	and	L #10
5. L behind buttocks	and	L behind knee



"FEEL GOOD FLOW" (bursitis, arthritis, constipation)

LH behind L knee and RH behind R knee

JET LAG

1. R #19	and	R behind buttocks
2. R #19	and	R #6
3. L #19	and	L behind buttocks
4. L #19	and	L #6

FATIGUE

L #19 and R #19

INSOMNIA

1. Lace fingers together and place on solar plexus
   or
2. R hand on top of head and L hand on tip of chin

SURFACE SKIN FLOW (relax the body, skin problems, insect bites, shock, adrenal exhaustion, sunburn)

small toe and K_1 same side

DIARRHEA

L #21 and L of Coccyx

SORE THROAT

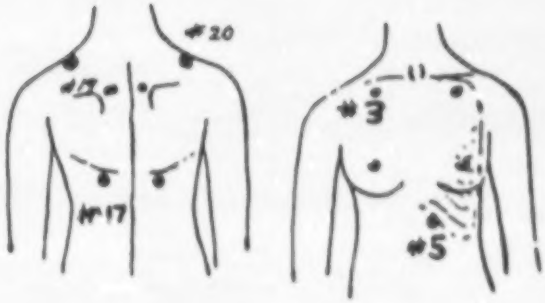
#2 and opposite side #22

MENTAL ALERTNESS

#22, both sides

HICCUPS, HYPERVENTILATION

#5 and opposite side #17
do both sides



COUGHING, CHOKING

#3, both sides

CALMING, RELIEVE NERVES, TENSION

hold ring finger and small finger
3 minutes or longer

CONSTIPATION, HEADACHES, DENTAL WORK

massage Hoku point

DRAWINGS
by Cheryl Rapko

ACUPRESSURE FOR ATHLETES

(Compiled by Case Johnson)

Quick Flows for Specific Complaints *

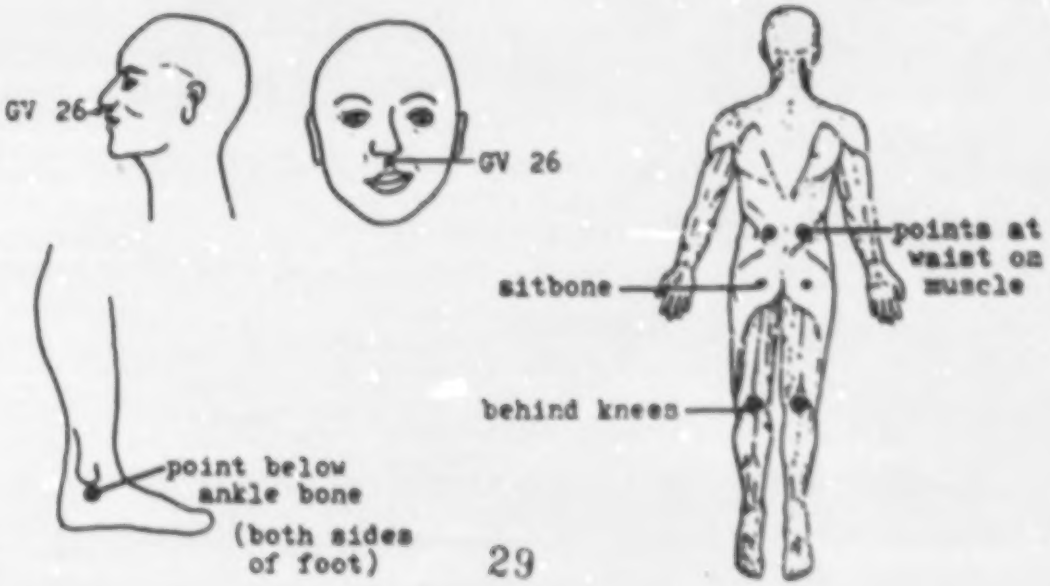
A.) To relieve sore muscles: place both fists between thighs and press legs together. Move fists by increments down to knees and back up again 5 times. (This also helps oedema, muscle spasms, and foggey-headedness.)

B.) To relieve lower back discomfort: place the two rubber balls at the waist on the muscle on either side of the spine and lean [illegible]hem. Put fingers behind knees and press.

C.) To help relieve sciatica: Place one hand under sitbone and the other behind knee. Then move from knee to below ankle bones (#9 + #12) Repeat on other side.

D.) To facilitate movement of back and spine, especially the lumbar area, press GV 26, just below the nose.

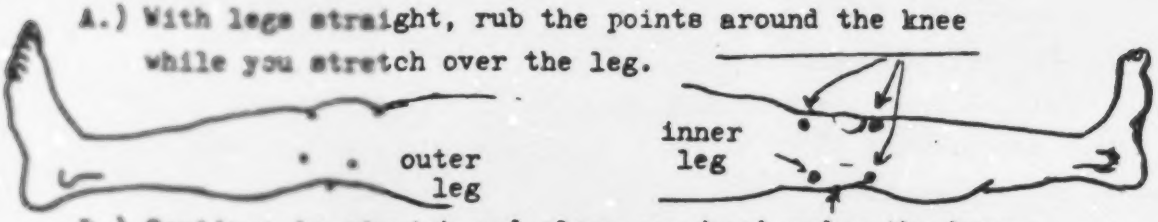
* Please note: Acupressure is never a substitute for medical care. Consult your physician.



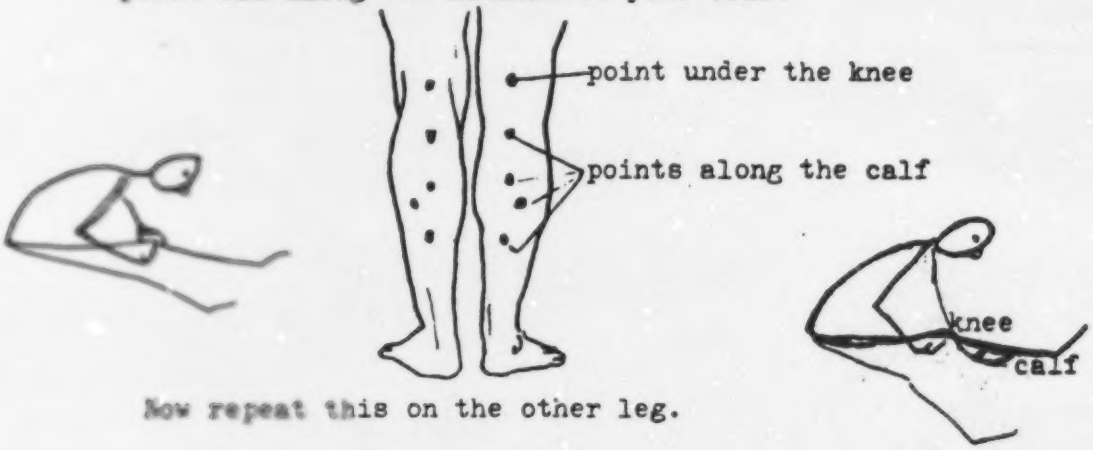
29

Seated Stretch - Helps the knees

A.) With legs straight, rub the points around the knee while you stretch over the leg.

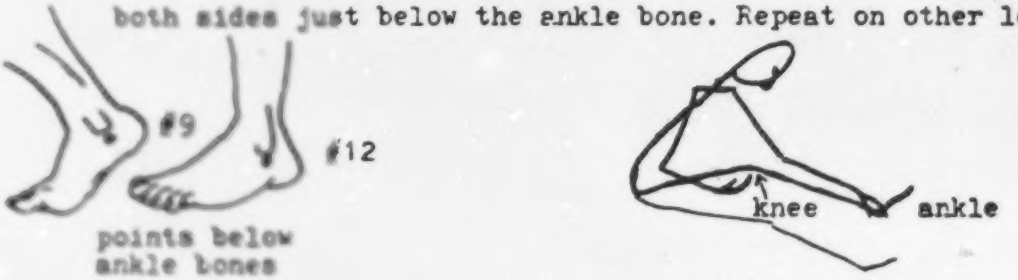


B.) Continue to stretch and place one hand under the knee, with fingertips pressing up into the crease and place the other hand under the calf of the same leg. Fingers press all along the midline of your calf.



Now repeat this on the other leg.

C.) Next hold the point under the knee and grab your ankle on both sides just below the ankle bone. Repeat on other leg.

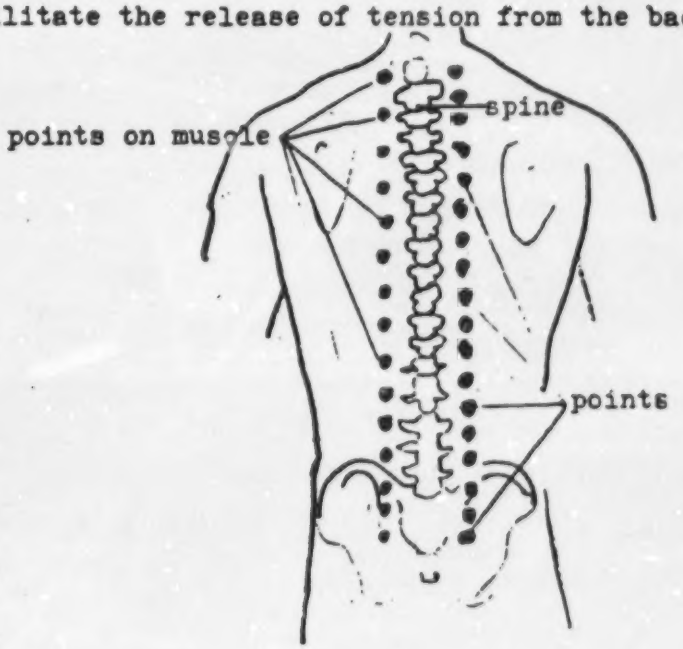


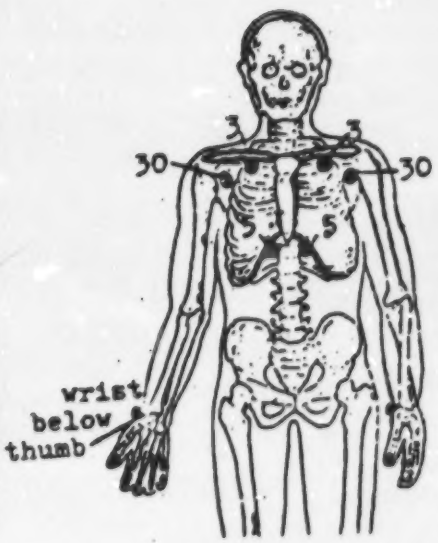
D.) Next, press Sanri and place other hand on top of thigh. This and the next stretch release tension in thighs.

Do the same with the other leg.

Back Relaxer

The next exercise will help tonify the entire system and will loosen back muscles. Lean against a firm surface or lie on a mat. Lift your hips and place the two rubber balls in a sock under the muscle along either side of the spine. Gently lower your back down and move a little to ease the balls to a comfortable place on the muscle. Move these up and down the back, each on either side of the spine- NEVER under the backbone itself! You may press behind the knees at the same time to facilitate the release of tension from the back.





Increased Respiration - These exercises are designed to improve lung capacity and stamina.

A.) Press both #3 points for 1-3 minutes and then both #5 points.

B.) RH presses right #30 and LH holds right wrist in groove just below thumb. (Where pulses are taken) Do other side.

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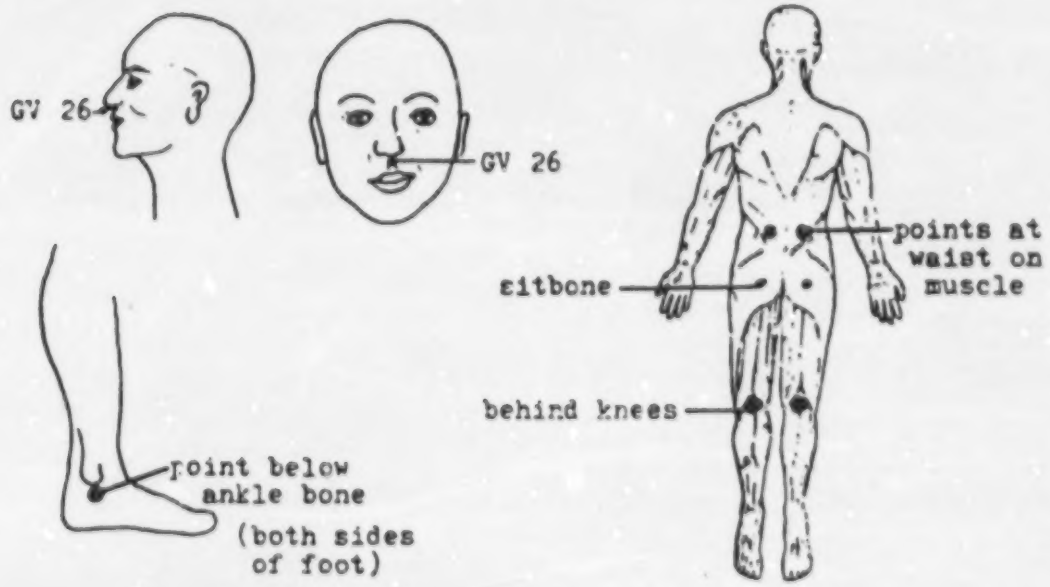
C.) To help relieve sciatica: Place one hand under sitbone and the other behind knee. Then move from knee to below ankle bones (#9 + #12) Repeat on other side.

D.) To facilitate movement of back and spine, especially the lumbar area, press GV 26, just below the nose, and at waist, between 4 - 5 lumbar vertebrae.



Excerpted from Acupressure for Physical Education Classes, Cass Johnson, Project PRES, Santa Cruz County Office of Education, Capitola, CA.

SUGGESTIONS FOR IMPLEMENTING ACUPRESSURE IN THE CLASSROOM

A. Group Activities

1. Energy Exercises - At start of school and after lunch or recess. Helps with balance, centering, focus of attention.

   a. Use one or two exercises for a quick break or change of pace.

   b. Use Punching with Angry Eyes with group or individuals when anger or upsets happen.

2. Entire class can trade neck releases. Givers stand or sit on floor behind receivers. Takes only 10 minutes to trade. Try this before math or spelling tests, and before major achievement tests. Have students record group's scores to validate effects. Use dots to locate points first two or three times; students can then find with feedback from receiver.

3. Do back releases by having students sit on floor in "trains" eight to ten students long. Teacher works on "caboose" student in each train.

4. Do exercises from Acupressure for Athletics before/after PE classes to warm up/relieve stiffness.

5. Do eye release at least once daily with entire class.

B. Individual Activities

1. As teacher walks around room observing posture, eyestrain and fidgeting, find and release tight points at shoulders and neck; remind students to do eye release for themselves; urge fidgets to stand and breathe, and to stretch to relieve tension. Create awareness of common tension symptoms and their easy release.

2. Keep Relax with Self-Therapease and Acupressure for Kids handy in classroom and help students find and use appropriate releases for upset stomachs, headaches, cramps, etc. Copy patterns for students to use at home at night.

3. Classroom quickies:

   a. Mental Alertness, Attention Span - have student hold L & R base of skull firmly (1 minute +).

   b. Hiccups - hold bottom of L & R inner rib cage (1 minute +).

   c. Hyper behavior - while breathing deeply, have student hold inner wrist and midpoint of sternum (1+ minute); then under L & R inner rib cage (1+ minute).

d. Lethargy, sleepiness - poke vigorously center point 2-3 fingers above wrist on top of forearm (20-30 seconds).

e. Head congestion, sinus - resting elbows on desk use L & R fingers to hold under L & R cheekbones (1+ minute).

f. Coughing, asthma, chest congestion - L & R fingers push up and under L & R collarbone (1-2 minutes).

g. Writer's cramp - hold thumb firmly in center of palm (1 minute).

C. Additional School Applications

1. Nurse's Office - Many school nurses have found acupressure to be a welcome and effective method to help students relieve headaches, menstrual cramps, and athletic injuries. The Jin Shin Do chart and the Therap/ease book are great quick references. Students at any grade level can be taught to do the routines for themselves after a hands-on demonstration, and perhaps a copy of the Therap/ease pattern.

2. Speech/language/sensory motor therapy - Speech, language, and sensory motor specialists have found acupressure very effective in preparing students to be receptive to their specialized therapy. The relaxation of throat and mouth, head and neck, or arms and legs is essential to optimum functioning and learning. Acupressure also helps physical and emotional balance and improves attention span and motivation. Many students can be taught to do releases and relax themselves at home between therapy sessions.

3. Counselor's Office - Emotional balance and "opening up" were among the most dramatic effects observed in the early PRES studies. Counselors, as well as teachers and parents, have integrated acupressure into their work with troubled students, preschool through "troubled teens".

   a. Group discussions or therapy sessions are more productive after a neck release. Although skeptical and afraid of peer laughter at first, students respond quickly to the beneficial effects of mental and physical tension release. Most learn to enjoy the lighter, freer movement of head, neck, and thoughts which accompanies the Energy Exercises and a neck release.

   b. Individual sessions can focus more specifically on each student's individual tension patterns. Hands-on demonstrations and home practice of Therap/ease patterns have helped many students regain control over their temper, behaviors, and attitude as well as improving their academic performance.

4. Staff Room/Meetings

   a. Trading neck releases during breaks or at lunch is a great way to share acupressure with other staff members. It's also a non-threatening introduction to acupressure for staff who have not yet experienced a PRES workshop.

b. Staff meetings that start with Energy Exercises or a neck release are faster and more productive. The group energy is raised and balanced, and individuals develop stronger bonds of trust and interdependence. (The message is the massage!)

5. Office and Custodial Staff - Acupressure has frequently been a workshop topic at classified staff workshops. Patterns for eye, neck, arm, and back releases are especially popular with office staff. Back and leg patterns are especially helpful for custodial staff or anyone who lifts or stretches too much.

6. Acupressure and Staff Development - On-site acupressure workshops for all staff (administration, certificated, classified, and support) are ideal. Everyone gets introduced to a new method at the same time. Those who are "turned on" can practice and plan with each other. Those who don't choose to use it in their classes will at least have had a hands-on experience.

   Until your site has its own workshop, try to attend a regional or county office workshop with at least two or three others from your site. Interest and bring the administrator if possible. You'll want administrative support, and first-hand experience convinces most administrators of the effectiveness and safety of the technique.

D. QUESTIONS/CONCERNS FROM PARENTS

Parents have been very supportive of the use of acupressure in schools. Some suggestions for introducing it to them include:

1. Inform parents before students do that acupressure will be used in your classroom, school, or district as a curriculum to reduce stress and improve learning.

2. Develop a one-page information sheet describing acupressure and its uses that includes specific details of its application in your classroom, Nurse's office, PE classes, counseling office, etc.

3. Invite parents to a group meeting and demonstrate the neck release and Energy Exercises. Provide PRES articles and materials for them to copy, borrow, or buy. Make sure they get the neck release pattern to take home and use.

4. Feature acupressure at a back-to-school night. It's been a popular surprise feature for many parent night programs.

5. Don't over-react to initial concern or skepticism from parents, kids, or other staff. Remember that conventional wisdom taught that the earth was flat. These exercises and techniques have been used successfully for thousands of years in Oriental cultures. This is <u>not</u> something new and untested!

A RECOMMENDED ROUTINE FOR RADIANT HEALTH

1. Do the eight Energy Exercises daily. Morning is recommended. When time is limited, do only one time per form.

2. Find a relaxed, meditative space and time each day to do an acupressure release for yourself. Even ten minutes will help greatly. Take this time for getting centered with your own inner life--relax, breathe deeply, and let everything go as you release blocked energy.

3. Begin working on yourself and others now and make acupressure a daily habit. The relaxing effect of acupressure is cumulative; it gets better and faster. Work on yourself at the earliest sign of headache, sinus, stiff neck, etc.

4. To nip tension in the bud, do acupressure at any time (while watching TV, in movies, waiting in grocery lines, at stoplights). Use the sock and balls daily in the car, in bed, or while reading or relaxing.

5. For optimal health and well-being, arrange to have a good acupressure session at least twice a month. Trade with a friend or find a practitioner in your area. Many insurance companies cover this service when prescribed by a medical doctor.

6. Think balance--in exercise, food, thoughts, words, and companions.

SOOTHING MUSICAL SUGGESTIONS

Steve Halpern, "Spectrum Suite"

Georgia Kelly, Harp Music

Kitaro, "Silk Road"

ACUPRESSURE CLASSES/PRACTITIONERS

Santa Cruz County

1. Santa Cruz County Office of Education, Project PRES — 408/476-7140
   809-H Bay Ave., Capitola CA 95010
   (national lists available)

2. Twin Lakes College of the Healing Arts — 408/476-3325
   200 Seventh Ave., Santa Cruz CA 95062

3. Aminah Raheem, Assn. for Personal & Organizational Development — 408/476-8568
   1210 Brommer Avenue, Santa Cruz CA 95062

4. Dominican Hospital — 408/476-0220
   1555 Soquel Drive, Santa Cruz CA 95065

Northern California

1. Acupressure Workshop — 415/845-1059
   1553 Shattuck Ave., Berkeley, CA 94079

2. Therap/ase Classes, San Jose Area — 408/241-1401
   Contact Pat Minor

3. Community Colleges in your area

Southern California

1. Therap/ase c/o California Publications — 213/880-4181
   Box 417, Calabasas CA 91302
   (national list available)

2. Jin Shin Do Foundation — 714/659-5500
   Box 1800, Idyllwild CA 92349
   (national list available)

3. Barbara Rapko, R.N., Ph.D. — 213/342-5055
   Director, Acupressure & Living
   19525 Ventura Blvd., Tarzana CA 91356

4. Community Colleges in your area

ACUPRESSURE AWARENESS WORKSHOP

Excerpted from Acupressure as a Methodology for Promoting Human Development, Project PRES, Santa Cruz County Office of Education, Capitola, CA August, 1982.

I. *Some Basic Assumptions:*

A. *The body is a learning tool.*

B. *Behavior is a learned response.*

C. *Inappropriate response patterns lead to dis-ease, dis-stress, pain, scattered thinking, and unfocused activity.*

D. *Sensory/psycho-motor integration is a basic building block of learning.*

E. *Physical and energy blocks can prevent psycho-motor, cognitive and affective development. A balanced flow of human energy promotes integration of learning in all areas, as well as reducing stress and anxiety.*

F. *Acupressure supplements and complements medical treatment and therapies, psycho-sensory motor programs, instructional and vocational activities, and promotes social/emotional development.*

G. *Acupressure techniques are in the psycho-motor domain, and are being adapted from ancient Oriental practice to be used as a specialized curriculum for Special Education, General Education, and by the public for stress reduction and health maintenance.*

II. *Demonstration and Application of Technique:*

A. *Energy Exercises.*

B. *Neck & Shoulder Acupressure Release*

III. *PRES Project History:*

A. *1979-1980 School Year*

1. *Pilot Study - 12 students received 6 weekly sessions each from a professional therapist.*

B. *1980-81 School Year*

1. *Intern Project - 15 students received 8 weekly sessions each from newly trained volunteers.*

2. *Research Proposals - developed and submitted.*

3. *Staff Development Series begins:*

Orientation Workshops
Introductory Workshops
Conferences (one National, one State)
Series of Seniors Workshops at Senior Centers

C. *1981-82 School Year through 1983-84*

1. *Community Volunteer work continues with students.*
2. *Staff Development Series continues.*
3. *PRES publications grow.*

D. *Conference Presentations - over 75 regional, national, and international professional conferences including:*

World Futures Conference, Salt Lake City
Congress of the International Assn. for the Scientific Study of Mental Deficiency, Toronto
National Conference on Physical Activity for the Exceptional Individual, San Jose
California Staff Development Conference, Asilomar
Association for Supervision & Curriculum Development, Anaheim
SERN Staff Development Conference, Sacramento
CANHC Conference, Oakland
Nurse Practitioners Conference, San Francisco
Council for Exceptional Children Conference, Pasadena
California Reading Association Conference, Asilomar

E. *Workshops offered at your site:*

These and other PRES workshops may be scheduled at your site --

. *Acupressure for Kids (1½ hours)*

. *Acupressure for Athletics (P.E./Sports) (1½ hours)*

. *Acupressure for Seniors*

. *Acupressure Awareness (1½-2 hours)*

* . *PRES Level I (6 hours)*

** . *PRES Level II (9 hours)*

Reservations are limited to 30 participants.

* *Nurses C.E. Units available.*
** *Nurses and College Credit Available for Level I + Level II.*

Fees are based on number of participants, time and distance. Write or call for further information:

JEANNE ST. JOHN, PH. D.
Project Director

SANTA CRUZ COUNTY OFFICE OF EDUCATION
809-H Bay Avenue, Capitola CA 95010

408-476-7140

Announcements and schedules of workshops to be held will be sent upon request. Advise if you would like to be on the mailing list for your area.

Volume 7 • Number 4 • May 1982

CALIFORNIA STATE STEERING COMMITTEE FOR CURRICULUM DEVELOPMENT AND PUBLICATIONS

CALIFORNIA CURRICULUM NEWS REPORT

Santa Cruz County Superintendent of Schools Richard Van Deren has published a final report on more than a year's experience with **Project PRES (Physical Response Education System) which uses 6000-year-old acupressure techniques with special education students** (see *California Curriculum News Report*, Vol. 6, No. 3, February 1981).

Following two encouraging pilot studies using a professional acupressure practitioner, the project was continued using 15 newly trained volunteer interns. Results were most positive, with gains again reported in all four areas—cognitive and language, psychomotor, social/emotional, and health. Since spring 1981, enthusiastic senior citizens have also participated in classes. A curriculum has been developed especially for seniors and seniors' workshops have become part of the County Office educational services. Every California County Office's Special Education Department will soon receive one copy of the final report.

A team of presenters has been trained within the Santa Cruz County Office staff to offer four types of workshops in Santa Cruz County and elsewhere: (1) a two-hour orientation workshop, (2) a six-hour introductory workshop, (3) a four-hour practice and review session, and (4) a five-day in-depth workshop. Twenty districts and/or county offices in California, Nebraska, New Mexico, and New York have participated in the orientation workshops. Over 300 teachers, aides, administrators, nurses, and parents have participated in the introductory workshops. A five-day workshop was presented for the Los Angeles County Special Education Department. Many presentations have been made at state, national, and international education and health conferences. Interest and enthusiasm continue to grow, with many reports of unexpected positive results with all levels of school children, their parents, and staff.

PRES curricula for general and special education use are being developed and workbooks are being edited. Consultation is available for districts and county offices to train staff at all levels of education: (1) to use these techniques on themselves for stress reduction, (2) to train teachers and others to use acupressure with students, and (3) to integrate acupressure with other sensory-motor/psychomotor programs.

SOME HELPFUL REFERENCES

Bresler, David and Richard Kroening. "Acupuncture: A Multidetermined Phenomenon," Psychoenergetic Systems, vol. 1, 197. 137-139

Melzack, Ronald. "How Acupuncture Works." Psychology Today, Vol. 7. June 1973, 28-38.

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OUTCOMES

CASE STUDY #	HEALTH	SENSORY-MOTOR	COGNITIVE & COMMUNICATION	PERSONAL/SOCIAL
I-1 Age 18 Downs*	Bedwetting decreased slightly.	Overall body tension decreased. Fewer nervous gestures, less rigid movement. More willing to do task. More focused on task.	Initiated appropriate use of word "acupressure" in sessions. Recognized driveways and alleys on walks as places to stop and wait for assistance. More responsive to questions.	Less withdrawn.
I-2 Age 19 TMR *	Eyelids less red, wavering eye movements less frequent.	Slightly more attentive and relaxed.	Began speaking spontaneously several times daily. Responses became quicker, clearer.	Able to hold own with other children at home--more assertive. Also slight increase in initiating spontaneous interactions with peers.
I-3 Age 6 CP *	No ear infections. Allergy condition disappeared for several weeks and was thereafter much reduced.	Motor control, especially legs, improved. More fluid, smoother movement. Less easily frustrated, concentration improved.	Distractibility, frustration, and conditional listening improved sporadically.	Fewer and shorter outbursts. Major improvement in sociability. Began initiating play activities with peers.
I-4 Age 6 SDL *	Mannerism of tensing arm and bringing up to mouth became a rare occurrence.	Draws more complete self-portrait, Longer attention span, shapes drawn have better form and size. Calmer.	Improved attention span--more willing to do homework.	Less easily frustrated in doing household chores. Fewer angry outbursts.
I-5 Age 9 SDL *	Bedwetting less frequent (1 x per 2 wks), as relaxed enough to use bathroom before bedtime.	More fluid gross movements. Handwriting more legible. Can now clap a beat to music with rhythm.	Can blend c-v-c- sounds, use final 's'. Rote questions less frequent, appropriate questions more often.	Completes tasks more often.
I-6 Age 13 SH *	Drowsiness and lethargy improved slightly overall. Alert, calm and responsive in the training sessions.	Not evaluated. Incomplete documentation.	Visual and auditory memory skills improved briefly. Ability to follow directions improved briefly. Verbal responses quicker and clearer in both Spanish & English.	Rectal hygiene habits improved.
I-7 Age 12 TMR *	Incidence of wetting self decreased from 3x/week to 1x/week. Seizure frequency decreased slightly, as did frequency of bruises and body tremors.	Greater motor control in fine motor activity. Grove movements a little more fluid.	Able to copy his name, and less resistant...to participating in activities.	Angry outbursts decreased. increased playfulness, calmer and more willing to be touched.
I-8 Age 9 OH *	Major improvement in back and shoulder pain.	Slight increase in eye coordination when tracking objects.	Attitude toward academics improved. Began retaining work learned and building on skills acquired. Reading, math and handwriting improved. as did ability to follow verbal directions and willingness to try new academic tasks.	Frequency of requests for adult attention decreased. Talked about feelings openly and cried for first time in years. Learned training routines for backache and practiced regularly at home.

* Key to Handicap Symbols:

Downs = Downs Syndrome
TMR = Trainably Mentally Retarded
CP = Cerebral Palsy
SDL = Severe Disorders of Language
SH = Severely Handicapped
OH = Orthopedically Handicapped

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SANTA CRUZ COUNTY OFFICE OF EDUCATION

FRANK COOPER, SUPERINTENDENT

809 Bay Avenue, Suite H, Capitola CA 95010

408-476-7140

PHYSICAL RESPONSE EDUCATIONAL SYSTEMS

P R O J E C T P.R.E.S.

TO: JEANNE ST. JOHN, PH.D.

FROM: _____(your name)

_____(position)

_____(name of business)

_____(street address)

_____(City)_____(State)

_____(zip)_____(telephone)

PLEASE SEND THE FOLLOWING PRES MATERIALS TO ME AT THE ABOVE ADDRESS:

Quantity	Price Each	ITEM	
		Articles:	
_____	$1.00	Acupressure in Classroom (9/83 Academic Therapy Article, "Let Your Fingers Do the Walking) 2 copies	
_____	1.00	"A Hands-on (Literally!) Approach to Stress Reduction: What's New in Schools?" THRUST MAGAZINE Article, June, 1984. 2 copies	
		Workbooks:	
_____	1.00	Illustrated Workbook for Acupressure Awareness Workshop	8 pages
_____	1.00	Acupressure for Kids	10 pages
_____	1.00	Acupressure for Athletics	6 pages
_____	1.00	Progress Report Form (10 copies)	2 pages
_____	3.50	PRES Introductory Workbook - "Experiencing Energy" Illustrations and Acupressure exercises	
		Books & Charts	
_____	12.50*	The Acupressure Way of Health: Jin Shin Do, by Iona Teeguarden. Illustrated text for Jin Shin Do which includes point charts and patterns.	
_____	7.50*	Chart of Jin Shin Do Acupoints (by Iona Teeguarden) (23" x 35")	
_____	7.95*	RELAX! with Self-Therap/ease, an illustrated handbook on self-applied acupressure, by Bonnie Pendleton and Betty Mahling. *(Includes $1.00 for mailing cost)	
_____	**	VIDEOTAPE - "Acupressure Awareness" 15 minutes. ** $35 - rent for 2 weeks; $75 - purchase from Santa Cruz County Office of Education.	

MAKE CHECKS PAYABLE TO: PROJECT PRES and mail to above address. (Institutions may issue a purchase order which will be handled in the usual manner.)

2-Hour and 6-Hour Workshops are available: fees based on number of participants, time and distance. Write or call for further information.

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RESPONSES TO P.R.E.S. FROM PARENTS, TEACHERS, AND ADMINISTRATORS

- From Shirley Foster, Teacher in Autistic Minors Program, Santa Cruz County Office of Ed. . . .

"I heartily endorse the P.R.E.S. Project because:

1. Positive change begins immediately.
2. Almost every handicapped child needs to be taught to relax.
3. Relaxation brings abou' body awareness.
4. Self-esteem is strenghtened because the child feels better and he thus feels better about himself.
5. There is a demonstrable carryover from P.R.E.S. to all areas of school activities, including academics, self-help skills, socialization, behavior."

- From Timothy N. Kleiner, Group Home Houseparent, Soquel, California . . . . . .

"J. is an emotionally disturbed, 13-year-old aphasic student with many phases of his mental development at the 6-7 year level. He has been said to be 'the closes thing to an animal that ever came through juvenile hall.' At the onset of the six P.R.E.S. therapy sessions, our agency was seriously considering terminating him, as he had pressed the children, adults and school authorities who came in contact with him to the limits of their patience and tolerance.

"Since that time there has been a steady improvement in his behavior and demeanor to the degree that he was able to spend his first Christmas in three years with his natural parents and the agency is considering sending him home permanently in the near future.

RESPONSES TO 6-HOUR INTRODUCTION TO ACUPRESSURE WORKSHOP

COMMENTS BELOW ARE SOME INDIVIDUAL RESPONSES AND REACTIONS FROM WORKSHOP EVALUATIONS . . . .

- *"I didn't expect to be able to do PRES on others so soon. I thought much more practice and knowledge was necessary. I like very much the simplicity of its implementation and the immediately available results."*

- *"Peace - energy. I'd thought only to relieve stress. This released energy is marvelous. Will use the techniques learned on myself and family. Would like to integrate methods into group counseling sessions."*

- *"I enjoyed the workshop very much...felt relaxed. Certainly can use the information and combine with other class activities. It will make them even better."*

- *"The handouts, demonstrations and lectures were all very complete, comprehensive, and overall, excellent."*

- *"This workshop fulfilled my expectations totally as far as utilizing the 6 hours to give me a marvelous experience--and a solid taste of something I want more of. I think the benefits of acupressure are limitless--a joy to share with others. The workshop was presented in a truly loving, warm, and yet totally professional way."*

- *"I did not realize acupressure would be self-administered. How great to get my own pressure benefits. Would like to have educational inservice for special ed teachers and parents of special ed teachers as a first step for use in my program."*

- *"I'm looking forward to feeling the growth and expansion as I become used to being touched and touching others. I can feel the power of people working together to energize and heal each other."*

- *"I plan to integrate relaxation/calming techniques with my regular curriculum which emphasizes movement and child involvement (use of hands) in every aspect of the learning environment."*

- *"I feel good about learning something to attack, defeat 'bad' physical symptoms without having to use drugs, medication. I hope to use some of the energy movement with the children at school."*

- *"I did not expect to learn as much about the process as I did, and did not expect to get so much at the session for myself."*

- *"Very good introductory workshop. I feel they are often just a 'tease. But this really gave me something to work with. Some good written material so that I don't have to rely entirely on my memory."*

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